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ABSTRACT

The guide briefly describes the objectives and content of a career awareness course consisting of a nine-week block (approximately 45 sessions) which was offered to all Dickinson Area Vocational High School students during their sophomore year. It gives week by week suggestions for implementing the career awareness program, including seminars, discussions testing devices, films and slides, and individual research projects, and provides as an example a typical detailed lesson plan for a 45-day program. A final synopsis provides assorted suggestions on program development and operation gleaned from the Dickinson experience. Two pages of specific recommendations to ensure the success of career awareness programs are included, as are 20 pages of appended materials relating to the Dickinson program and two pages of suggested resource materials. (JR)

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CAREER AWARENESS

EXEMPLARY PROJECT

FINAL PROGRAM REPORT

DICKINSON AREA VOCATIONAL HIGH SCHOOL
DICKINSON, NORTH DAKOTA

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PART OF DICKINSON HIGH SCHOOL'S "EDUCATION FOR LIVING"

December, 1974

CE 003 731

The report hereafter presented is intended to be written in a straightforward manner. No attempt will be made to present an unrealistic picture. No flowery superlatives will be used as is too often done in such educational reports. This report is written with the sole purpose to help educators establish a careers program in their insitution--not to confuse them.

TABLE OF CONTENTS

	Page
Introduction	1
Preparation For and Sequence of Program Development	2
Purpose	3
Structure	4
Objectives	5
Dickinson Area Vocational High School Career Seminar Program	7
Week I	7
Week II	8
Week III	9
Week IV	10
Week V	10
Week VI	11
Week VII	12
Week VIII	13
Week IX	13
Typical Detail Lesson Plan of a Career Awareness Program	15
Conclusion and Final Synopsis	26
Recommendations	30
Appendixes	32
Resource Materials	59

INTRODUCTION

With the growing realization and concern that there seems to be a lack of relevance with school education and the encompassing job market and life of work, it has been Dickinson Area Vocational High School's aim to try to break this barrier and open up a whole new perspective in the minds of its students. With the guidance of the State Exemplary Staff located in Bismarck, we began working and formulating ideas for a Career Awareness Program at Dickinson Area Vocational High School. After reading and considering many recommendations, it was felt that beginning a pilot program at the sophomore level would be a most beneficial area to start.

The following report, then, is our first "stepping stone" for our expanding Career Awareness Program through our "Education for Living" concept at Dickinson Area Vocational High School and is in fact the core upon which the Dickinson School District can build as it moves to extend Career Education to all levels in its system.

This final report was preceded by an Interim Report dated December, 1972 and a First Year Addition to the Interim Report dated May, 1973. The Interim reports referred to above are on file at the State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58501.

PREPARATION FOR AND SEQUENCE OF PROGRAM DEVELOPMENT

(1) Counselors Jerry Tuchscherer, Agnes Oxton and Jim Peters attended the one-week tour of North Dakota's state supported vocational schools early in June, 1972.

(2) Counselors Jerry Tuchscherer and Jim Peters attended the Vocational Conference held at Bismarck during August, 1972.

(3) Many spring and summer hours during the year 1972 were spent in consultation with administrators and educators in other systems as well as our own.

(4) Also, consultation with the Exemplary Staff at Bismarck was of extreme importance. It was their support that got our project "off the ground".

(5) Actual course preparation took many hours of planning over the summer of 1972 by the instructor.

(6) A small brochure (Appendix A) was prepared for the purpose of informing interested persons of the program.

(7) A letter (Appendix B) was written by the instructor to all parents or guardians of students enrolled in the Career Awareness Program at Dickinson Area Vocational High School informing them as to the purpose and program of Career Awareness. Included was the brochure.

(8) The North Dakota Teacher's Convention was attended by all three counselors. Sessions were attended to bring back ideas and concepts that would promote and enhance our Career Program.

(9) Counselors Jerry Tuchscherer, Agnes Oxton and Jim Peters attended the Counselor's Conference in Bismarck on November 16-17, 1972 at which Career Education was the theme.

(10) A program and progress report was presented to the Dickinson Public School District in the fall of 1973.

(11) Numerous presentations to agencies through the Southwest Area were periodically given during the course of program development. (Example: taking part in Career Education Graduate classes)

(12) A new brochure (Appendix C) was devised for further distribution to parents, community leaders and other interested persons during the summer of 1974.

(13) Further professional meetings were attended throughout the years that led to improvement of our program.

PURPOSE

The purpose of our program at Dickinson Area Vocational High School is simply as the title of our course suggests--awareness. We feel that with the age group of the people involved, if they become more aware, they are better able to make their own decisions. Therefore, no attempt was made to steer or crystallize decisions on the part of the instructor or the students. The program is designed to help students understand the "world of work" and the life styles of the people they see in life around them. Another primary purpose of our Career Awareness Program is to help the student gain a foundation for later career and educational choices.

It is our aim to give the student individual help to find out the why for many of his educational, life, and career-orientated questions. We want to emphasize to the student that his likes, dislikes, aptitudes, personalities, etc., do have a meaning for each individual. Our purpose, then, is to help each student in his quest for answers about himself and the "world of work."

With the above in mind, then it became our purpose through the program to have the student plan his final years in school with the assistance of the Career Awareness resource person (formally called a teacher or instructor).

STRUCTURE

Students at Dickinson Area Vocational High School attend classes five days a week and for six hours a day. The students have the noon hour off to return home for dinner or eat at school. All students are required to take six classes a day. There are no mass study halls to be "guarded" over by a proctor. Each class period is so designed that each student has the last twenty minutes of each period for study. This equals two hours of study time a day. Time for library use is also included in their class structure which allows each student approximately three hours of library time each week. Therefore, availability and usage of the school resources are at the discretion of each student.

The Career Awareness course is offered to all students in their sophomore year in school. It consists of one nine week block or approximately forty-five sessions. The student will receive one-fourth credit for successful completion of the course. The class structure is more adequately detailed by (Appendix D).

A classroom has been set aside for use by the career seminars. Bulletin boards, posters, occupational reference information, tape recorders, filmstrip projectors, and other media material are readily available for use by the instructor and students. Therefore, we feel a proper career awareness classroom atmosphere has been initiated. Students know that when they step into this area, they are surrounded, as in the job world, by career information.

OBJECTIVES

The objectives of the course are many. All are a necessary and an integral part of our education in awareness. By no means are the objectives so structured such that they are emphasized until each student meets the standard requirement of each and then moves on to another. The objectives are intended to be an ever-continuing part of learning not to end when the class ends.

GENERAL OBJECTIVES

1) To instill a desire to learn and understand the society around them which is ever more based on a society of working people.
2) To let the students realize that the American working world is not as difficult or isolated to them as they may think.
3) To encourage the students to make realistic decisions based on the future.

SPECIFIC OBJECTIVES

1) To give the students an opportunity to investigate and explore the many facets of job opportunities.
2) To emphasize the importance of the woman, as well as the man, in the world of work.
3) To denote the changing concepts of the makeup of job opportunities.
4) To allow the students to become aware and instill the working knowledge of career materials available to them.
5) To let the students become exposed to all areas of work--even if some areas are closed to them or they have no interest in a particular area.

6) To emphasize necessary preparation to enter the job market (education, training, resources, interviews, resume, applications, etc.).

7) To let each student explore in detail specific areas of interest.

8) To allow each student to explore his personality, interests, aptitudes, goals, and desires.

9) To inform the students as to what is available to them at Dickinson Area Vocational High School for helping in their road to future career decisions.

10) To inform the students as to what is available to them with their particular background after they complete high school.

11) To tentatively program their last years of education at Dickinson Area Vocational High School with a realistic picture in mind.

12) To tie together all facets as necessary parts of a whole career-life style picture.

DICKINSON AREA VOCATIONAL HIGH SCHOOL CAREER SEMINAR PROGRAM

The following report is to give an example of the type of program presented during the nine-week seminars or forty-five sessions that the students meet. Specific objectives have already been enumerated in a preceding part of this report; therefore, unless additional comments on objectives are necessary we will merely outline the activities week by week.

By no means are these set or structured; therefore, they can be used effectively to suit the desired needs of the group. For the most part, all activities met with great results. In a few instances, changes were made to make the activities or presentations more educationally effective. Of course, change is always necessary to meet the needs and demands of the educational situations. This challenge we accept wholeheartedly and with obvious understanding.

WEEK I

An actual introduction as to how the class was created--emphasizing the importance of understanding education as a dominant factor in choosing a future life role--but by no means stressing one particular route as the only answer to a rewarding and satisfying life.

Class structure is presented to the students allowing the students to realize that the instructor is a resource person for them and stressing that the students have a responsibility to themselves.

Later, the Job Cluster or Job Family Concept developed by the United States Department of Education (Appendix E) is presented and discussed. Discussion usually centers around the many different jobs included in the particular clusters and the overlapping of many jobs into several clusters. Students begin to realize just how big that so-called "world of work" really is. We begin to realize that there are 40,000 or more different jobs available to us.

Toward the end of Week I we mention the significance of the woman worker in our labor market. One objective here is that it is noticeable that girls show a lack of interest more so than boys in a course such as this. When the role of the woman worker is discussed, it is learned that nine out of ten girls will work on the job sometime during their life and that 1/3 of the labor force is women--a statistic that is rapidly rising. Using the above comments in the class not only brings a rapid interest on the part of the girls, but the boys usually become aware that their male dominated work force is being threatened. This type of approach has brought very good participation on the part of the students.

WEEK II

Week II could be commenced by presenting a film or filmstrip of a related topic. We will refrain from mentioning any specific media units as many could meet your needs. We do find it more beneficial, to develop a set of discussion questions the students can look over before viewing or listening so that a worthwhile discussion can follow after the presentations.

After the introduction of career and occupational information the first few days, we begin looking over the available reference material and its meaningful use. The use of little so-called "gimmicks" such as the way we use the Occupational Outlook Handbook spurs student interest. We asked the students to choose any job occupation they were interested in and do a short research paper on it from the Occupational Outlook Handbook. When they finished, they report on their findings to the class. The objective is to let the students actually use the material and allow all the students to hear about a wide range of occupations. Our purpose was not to force the student to research only the area that he or she may enter, but to choose an area purely of interest to them.

Therefore, if a girl wanted to learn about a bartender, she could, etc. This exercise again was quite interesting and rewarding. Similar units were created to allow students to become more familiar with occupational and career information materials. We will mention one other in some detail in a following week program.

WEEK III

Week III was again used for general background information. It was during this week that we used the slides Jobs for the 70's produced by the United States Department of Labor which can be borrowed from the State Board of Vocational Education. Our main topic of discussion was what the American labor force looks like and how it got the way it is. Topics and ideas such as white-collar and blue-collar workers were discussed. Emphasis was placed on employment trends as a whole and as individual industries. Later discussion brought out topics of training and life styles of the particular labor force involved. Again, supplemental multi-media material was interjected when and where it seemed most beneficial in the line of our discussion.

It was during the third week that we began helping the students do research on an individual research project. The purpose is to get the students involved directly as far as career opportunities are concerned. Here again, the students made their own decision as to what career to research in detail. The project was to be completed in an approximate time length of one month after which we would collect them. This project was more or less an outside project. We did allow three "work days" where students and the resource person work together on their project. It should be mentioned that their individual topics were very realistic (Appendix F).

During the second week of sessions, the students have the opportunity of a career orientation

to the Learning Resource Center (library) materials conducted by the librarian. Therefore, they were totally aware of what was available to them in the library.

The students took great pride in their own projects, and 90 percent of them made covers. Neatness was their prime concern. Many were typed, and all were very interesting and well done.

WEEK IV

During the next week, we broke up into smaller groups and discussed certain topics. We would then discuss our small group conclusions with the rest of the class. Some of the group discussion topics were: reasons for why people work (a filmstrip by Guidance Associates entitled "Why People Work" is a good follow-up); what are criteria for judging a job; what are attitudes desirable in an employee; in an applicant.

After these groups are concluded and discussion has ended, we hand out a portion of a speech delivered by an employer pertaining to the expectations employers have of their applicants (Appendix G). More times than not, more and pointed discussion would follow.

It is during Week IV that we began a more in-depth look at ourselves, interests, abilities, work experience, personality, past achievements, goals and desires. Here we began taking the Kuder Occupational Interest Survey (form DD), the Ohio Vocational Interest Surveyance (OVIS) and finish during the fifth week taking the General Aptitude Test Battery (G.A.T.B.). The Kuder takes one hour, the OVIS takes approximately one hour and 40 minutes, and the G.A.T.B. takes approximately three hours to administer.

WEEK V

The students began this week by introducing themselves to another source of material--Voca-

tional Biographies. Here we pair off--one student to be the employer and one student to be the interviewee. Each pair is to select a biography of interest to both, read it, and prepare for a role playing situation of an actual interview. We try to make this as realistic as possible. The students set up an office, and some even had secretaries announcing the applicant to the boss. Here again, no attempt was made to force particular careers to be studied. Again, a very successful situation. All students seem to choose realistic careers or careers that they were extremely interested in (Appendix H).

It was toward the end of Week V and the beginning of Week VI that we had our so-called "work days" that have been previously described.

WEEK VI

After our "work days" were completed during the beginning of Week VI, we began working on introducing the very practical concept of resumes and letters of application. Transparencies were used here especially to demonstrate just how to properly complete letters of application and resumes. It was then the students' project to complete a realistic resume of themselves. No faking was allowed, and the student had to abide by his actual attributes. The letter of application was as realistic as possible. The student had to apply for a position that was directly related to the topic that he did his research paper on. If possible, he was to apply to an actual establishment in our area.

During this week, we began stressing, more so, the idea of planning for the future as soon as possible --not that it was necessary to crystallize their ideals and aspirations-- but to be thinking of the route to continue in high school to better prepare them for crossing that gap that is said to exist between education and work. (Guidance Associates here again have a filmstrip, recommended at this point, entitled "High School Course Selections and Your Career").

An introduction for the students is given as to what is to take place in the pursuing two weeks. That is, opportunities and roads to rewarding opportunities that exist in our school system are presented. The presentations are done by those who can best do them--the instructors and department chairmen.

WEEK VII

A film entitled "Where the Action Is," available from the State Department of Vocational Education, is used to further introduce our presentations. Following the introduction to this concept of career education, the Vocational Director for the Dickinson Public School District gives us an overview of Vocational Education as it pertains to high school students. From here we either visited the different areas in our school or we invited the department representative to visit us (Appendix I). A detailed account of these two very rewarding weeks would be impossible to express on paper, but an idea of some of the topics discussed by each representative as it pertained to his area is presented below:

1) Types of courses offered in the curriculum.
2) Proposed or possible courses that may be offered in the next school year.
3) Prerequisites to courses offered in each department.
4) Courses that would be beneficial to take before entering certain courses.
5) What a subject is all about.
6) Material on careers that each subject area may lead to.
7) Employment trends now and in the future pertaining to each area.
8) Different schools where further education may be obtained pertaining to each area.
9) High school requirements, department requirements, and subjects that would help each student best in their field of interest.

WEEK VIII

Our area presentations pretty much took up all but one day of our eighth week. We felt as did the students and instructor representatives, that it was an extremely successful endeavor. Students mentioned that they hadn't realized what was available to them, and they were very appreciative of the fact that time had been taken by the high school staff to help them in their decision-making.

Aside from the obvious tangible results from such an effort, many effects of the effort can only be measured by time.

It was the last day of our eighth week that we began interpreting the results from the Kuder Occupational Interest Survey and Ohio Vocation Interest Survey and extended into the ninth week the interpretation of the General Aptitude Test Battery (G.A.T.B.). The obvious effect of actually seeing their results was an educational experience in itself for the students. It should be mentioned here, however, that it was stressed that the results from these tests were only a part of the total picture to be considered when decisions come up pertaining to career planning. These results should be coupled with work experience, past achievement, desires, goals, personalities, etc.

WEEK IX

As has already been stated, Week IX began with continuation of interpretations and discussion of our survey (test) results. It was after this that the students sat down with our high school registration manuals and began deriving a tentative high school schedule based on their sophomore year for their junior and senior years at Dickinson Area Vocational High School (Appendix J). The objective here is to actually do some future planning, as this now can be more readily done in a realistic manner. These schedules, of course, are only tentative. However, we found that very few were

changed by the students. It was quite clear that the students completed them in a very conscientious and mature manner.

An example of the above is referred by (Appendix K).

TYPICAL DETAIL LESSON PLAN
OF A CAREER AWARENESS PROGRAM

The following lesson plans may not correspond to the preceeding week by week format, but is included in this report purely as a sample to further help implement a Career Awareness Program.

SPECIAL NOTE:

The appendixes referred to in the following typical detail lesson plan do not refer to the appendixes attached to this report, but refer to appendixes which would be or might be attached to a complete lesson plan and to which a resource person might refer as he conducts the program.

For the Week Beginning _____ 19 _____
Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 1 Topic: Intro Career Awareness (CA) concept. Materials: Transparencies App. A Assign: Chapter I Occupations & Careers	NOTES	IDEAS
Tuesday	Day 2 Topic: The broad scope of the world of work Activity: Students list as many jobs possible. Compare lists--similarities. Material: FS. Guidance Assoc. (GA) "Preparing for the Jobs of the 70's"		
Wednesday	Day 3 Topic: Job Cluster Concept Material: Transparencies App. B		
Thursday	Day 4 Topic: Women in the labor market. Material: Pub. from Women's Bureau, US Dept. of Labor App. C. also: Slide 2 & 3 (Jobs for the 70's: slide series)		
Friday	Day 5 Topic: Shape of the labor force and level of training Material: Transparencies App. D. Slides 5, 6, & 7 (slide series)		

For the Week Beginning _____ 19__ _____
Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 6 Topic: Economics of Budgeting your salary. Materials: Slide 39 (slide series). Assignment: Chapter 3 Occupations and Careers (text)		
Tuesday	Day 7 Topic: Occupational Groups from chapter 3 Material: Discussion guide App. F.		
Wednesday	Day 8 Topic: Unemployment & Size of the labor force. Material: Slides 2 and 40 (slide series) Discussion Guide G.		
Thursday	Day 9 Topic: Intro Career material located in Guidance area		
Friday	Day 10 Topic: Discuss the Occupational Handbook (OOH) Project: Research a selected career. Material: Study of a Career Form. App. H		

For the Week Beginning _____ 19__ _____
Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 11 Topic: Sharing with the class the material the students collected from the OOH.		
Tuesday	Day 12 Topic: Method for making of a special project paper on a career of the student's choice. Assign: Special project Note: Possible contents of project paper. App. I.		
Wednesday	Day 13 Topic: Additional info. to be collected for project papers--letter writing. Assign: Students are assigned to write for additional info. for their projects.		
Thursday	Day 14 Topic: Why do people work and why do people lose their jobs? Activity: Small groups. Materials: Guide--App. J.		
Friday	Day 15 Topic: Job Applications--Discussion Materials: App. K		

For the Week Beginning _____ **19** __ _____
Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 16 Topic: This day will be left up to the discretion of the resource person either as a "catch-up" day or as lee-way to interject new or further material.		
Tuesday	Day 17 Topic: Career choice--Discussion Material: FS. "Choosing Your Career" (GA)		
Wednesday	Day 18 Topic: Work values--Discussion Activity: Small groups Materials: Guide--App. L Assign: Chapter 2 Test--Occupations and Careers.		
Thursday	Day 19 Topic: Self-awareness--Discussion (Interests aptitudes, personality, achievement, etc.) Materials: Transparencies App. M.		
Friday	Day 20 Topic: Interests & Aptitude Surveys. Administer 1st part of OVIS* Materials: Necessary OVIS materials plus film "Aptitudes & Occupations"**		

* You may choose to use only one instrument to measure interest.
** This film is available from the State Board for Vocational Education.

For the Week Beginning _____ 19__ _____
Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 21 Topic: Administration of OVIS (2nd part)		
Tuesday	Day 22 Topic: Introduce and administration of Kuder form DD.		
Wednesday	Day 23 Topic: Introduction and administration of the General Aptitude Test Battery (GATB) parts 1-4*.		* Material for the GATB can be obtained from the North Dakota Employment Bureau.
Thursday	Day 24 Topic: Administration of GATB parts 5-8		
Friday	Day 25 Topic: Administration of GATB parts 9-12		

For the Week Beginning _____ 19 _____
Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 26 Topic: Work Day This day could be set aside so that the resource person can give individual attention to the student and his project paper assigned day 12.		
Tuesday	Day 27 Topic: The Interview Activity: Small groups--Brainstorm concepts involved in interviewing. Materials: Brainstorming App. N. FS. "Your Job Interview" (GA)		
Wednesday	Day 28 Topic: The Interview Activity: Role Play Materials: Career materials in the guidance room.		
Thursday	Day 29 Topic: The Resume Activity: Students are to write a resume. Materials: "Merchandizing Your Job Talents" (booklet available from N.D. State Employment Agency.)		
Friday	Day 30 Topic: The Letter of Application Activity: Students are to write a letter of application. Materials: "Merchandizing Your Job Talents"		

For the Week Beginning _____ **19** _____
Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 31 Topic: "Work Day" Note: See day 26		
Tuesday	Day 32 Topic: Importance of training and education, high school and beyond. Materials: FS. "Your High School Course Selection" (GA)		
Wednesday	Day 33 Topic: School subject areas Vocational (Bus., Home Ec., Dist. Ed., T & I & Health, Voc. Ag) Discussion Materials: Film "Where the Action Is"*		* film available from the State Board for Vocational Education
Thursday	Day 34 Topic: School subject areas discussion Math Activity: Crossword puzzle App. 0		
Friday	Day 35 Topic: School subject areas Discussion English		

For the Week Beginning _____ 19 _____

Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 36 Topic: School subject area Discussion Social Studies		
Tuesday	Day 37 Topic: School subject area Discussion Science Materials: FS. "People Who Work in Science" (GA)		
Wednesday	Day 38 Topic: School subject areas. Remaining areas. such as Phy. Ed., Music, etc.		
Thursday	Day 39 Topic: Tentative schedule for the student's remaining years in school.* Materials: Schedule form App. P		* This exercise also may be just as effective after the interest and aptitude results have been discussed with the students.
Friday	Day 40 Topic: Individual reports from the student project papers.		

For the Week Beginning _____ **19** _____
Teacher

	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____	GRADE _____ SUBJECT _____
Monday	Day 41 Topic: Continuation of previous day		
Tuesday	Day 42 Topic: Review the results of the OVIS with the students.		
Wednesday	Day 43 Topic: Review the results of the Kuder with the students.		
Thursday	Day 44 Topic: Review the results of the GATB with the students.		
Friday	Day 45 Topic: Final evaluation plus discussion of Career Awareness objectives and if they were met.		

CONCLUSION AND FINAL SYNOPSIS

If we may take a few lines now to mention that the concepts, information, ideas, and materials presented throughout the session were not done so independent of each other. Each was presented as an integral part of a whole idea, and that idea was a more aware student--a more career aware student. And, in reality, the goal, objective, or whatever one may call it, is the same no matter what terminology you choose to use.

A very necessary, and of utmost importance to the success of your program, is the involvement and support of your administration and staff. This we believe is a reality here at Dickinson Area Vocational High School, and it is to them that we owe the true success of this program.

It must be mentioned that we were extremely satisfied with the overall results of our program. We can only give credit to advanced planning, research, and cooperation. A program such as this cannot be just rushed into by merely scheduling it into the curriculum and announcing that it is going to be taught. Careful consideration must be given to numerous aspects and possible effects of such a course.

Basically, very few changes in actual structure or presentation of materials were made. A few new methods of presenting the program to the students within the seminars were naturally undertaken due to the understandable difference in class responses and maturity level of the students as the year progressed. To achieve continual interest and enthusiasm of the students, the material was often times presented in a different manner--whichever was most effective. For instance, the section on interviewing was covered partially as mentioned in the report by having the students actually conducting interviews among themselves. Later, we presented the topic of interviewing by letting the students view a film of young people actually being interviewed for a job. An evaluation scale was devised by the students (Appendix L), and they put themselves in the position of the employer. They were then asked to hire the individual whom they felt was the best applicant. This was found extremely effective, also. So, actually, as was stated, many ways of presenting material can be used as long as it meets the needs of the student and the fundamental concepts are covered.

We will not continue this synopsis with a multitude of examples that we found effective, for what seems to work best for one group may not work for another. This judgment must be met by the resource person presenting the material.

We will, however, mention a few more ideas that can be considered in implementing a Career

Program. The following, then, are concepts which we found of value as the year progressed.

We found that the most effective device in presenting Career material is just plain old-fashioned enthusiasm on the part of the people involved in presenting material within the seminar. There is nothing that can replace it. As is true with anything presented, if that necessary ingredient, "enthusiasm", is not present, it will be difficult for anyone (including students) to rationalize the value of the presentations.

As the year progressed, we soon realized that at the top of our priorities in working with our students using situations such as interviewing, job hunting, filling out applications, resumes, letters of application, etc., that the more realistic the situations were, the more meaningful and valuable the learning became for them. Another example may be in order here. We found that in discussing the application form, it had little meaning or impact upon the students when "just reading" about it from a test and looking at a picture of an application from filmstrips. Noting this, we immediately went to our local businesses who, by the way, are an extremely valuable source of career information and requested if they would supply us with a copy of their job application form (Appendix M). Then, by running off copies and letting each student complete an application form that they someday may actually complete, purpose and meaning again began to fill the air.

As can be readably acknowledged, then, your resource person must continually be innovative and cognizant of the students' needs. New and better ways of including career material within the curriculum here at Dickinson Area Vocational High School will always be a challenge. We have continued to keep our community aware of our emphasis in career development. We wrote an informative letter to our business community explaining our program and solicited their support (Appendix N).

Their response was gratifying in that many did reply with numerous pamphlets or addresses where we could send for supportive materials. Included with the letter was our pamphlet (Appendix A) describing our Career Awareness Program.

A final comment on the sincerity of the students enrolled in the program is that in working with the program, it is quite apparent that the students actually see the need for such a program. We feel that in providing a program such as this for our students, we are fulfilling an obligation inherent of a working society based on education.

RECOMMENDATIONS TO FURTHER ENHANCE AND INSURE THE SUCCESS OF YOUR CAREER AWARENESS PROGRAM

Presented below are some obvious recommendations that can be made now that the project is completed. Of course, further recommendations can be expected as time tests our program.

(1) Enough area must be available to properly display pamphlets and career material so students may brouse and have available additional information on occupations other than what is presented in the seminar discussion groups.

(2) A continuation of updating occupational information is a necessity. Occupational material has a tendency to be outdated and ineffective year after year due to wage increases and labor demands.

(3) A very important item is to secure an extensive bibliography of materials available related to Career Education in the Learning Resource Center (library).

(4) Additional time should be allowed for the resource person to update and review new occupational material.

(5) An advanced Career Awareness class for juniors and seniors. Extreme interest has been shown by past participants for an advanced elective course. Educationally, it is our recommendation to offer such a course if it does not detract from the educational effectiveness of present staff instructors. Administratively adding courses looks good, but too often is not done in the educational interest of the students.

(6) Class registration should be watched carefully so as to even out class size so that they are all between nine and fourteen students—no more, no less. It becomes difficult for people

to make presentations to extremely small groups or to give individual attention when classes are too large.

(7) Continuation of the course with regular updating to encourage and promote its overall objectives.

(8) That exceptionally strong emphasis be placed on Career Awareness throughout all levels of education within the school district and that the levels are coordinated so as to be a part of the entire career education philosophy and process.

(9) That materials be developed at a level so as to give the handicapped and disadvantaged students the same opportunity as other students in the system. (Appendix O) lists the number of above identified students who passed through our Career Awareness program from 1972 through 1974. It is felt that materials could be developed that would better meet the needs of this specific group.

APPENDIX

DICKINSON PUBLIC SCHOOLS

DICKINSON HIGH SCHOOL
P O BOX 1057
NORTH EMPIRE ROAD
DICKINSON, NORTH DAKOTA 58601
TELEPHONE (701) 225 6736

ROSS JULSON
PRINCIPAL
STAN COWEN
ASSISTANT PRINCIPAL
T F RENNER
VOCATIONAL DIRECTOR
MILO DULLUM
ATHLETIC DIRECTOR

August 11, 1972

Dear Parents,

Summer vacation is almost over, and the 1972-73 school term is almost upon us. I would like to take this opportunity to say I hope you and your family have had an interesting and enjoyable summer.

Last spring and over the summer months, we at the Dickinson Area Vocational High School have been diligently preparing for what we feel is a most necessary aspect of education, and that is a course designed to acquaint the student with the "World of Work". We entitled the course Career Awareness, and it will be one of the most important parts of our new program concept called "Education for Living". I have enclosed a pamphlet that will give you more information about it.

What we are attempting to do within the framework of the course is to "bridge the gap between education and work." By the time a child reaches high school age, he or she may have already experienced his first job. It is our aim, therefore, to help our young people in this area for effective participation in the world of work and, in this way, hopefully aid the student in future decisions about education and job opportunities. With this in mind, we have designed this course for all students, not just those planning for college or just those planning to enter the labor force immediately after high school.

We at the Dickinson Area Vocational High School are excited about the course and hope that you will be, too. I realize that this short note can't answer all your questions, so I hope you will take the time to look over the pamphlet I enclosed for you. Do feel free to contact the career guidance department if you have any further questions.

Sincerely,

Jerry Tuchscherer
Career Counselor

Enclosure

Appendix C

CAREER AWARENESS

AT

DICKINSON HIGH SCHOOL
DICKINSON, NORTH DAKOTA

WHAT ARE YOU

GOING TO DO TODAY

TO

PREPARE FOR TOMORROW?

An Awareness Program
for
Students

CAREER EDUCATION

"An Education for Living"

Career Education at Dickinson High School is primarily concerned with the following objectives:

– To instill a desire to learn and understand the society around them which is evermore based on a society of working people.
– To let the students realize that the American working world is not as difficult or isolated to them as they may think.
– To encourage the students to make realistic decisions based on the future.
– To give the students an opportunity to investigate and explore the many facets of job opportunities.
– To emphasize the importance of the woman, as well as the man, in the world of work.
– To denote the changing concepts of the makeup of job opportunities.
– To allow the students to become aware and instill the working knowledge of career materials available to them.

– To let the students become exposed to all areas of work––even if some areas are closed to them (due to geographic location, physical ability, mental ability, personality, etc.) or they have no interest in a particular area.
– To emphasize necessary preparation to enter the job market (education, training, resources, interviews, resume, applications, etc.)
– To let each student explore in detail specific areas of interest.
– To allow each student to explore himself through personality, interests, aptitudes, goals, and desire.
– To inform the students as to what is available to them at their school so as to help them in their road to future career decisions.
– To inform the students as to what is available to them with their particular background after they complete high school.
– To have the student tentatively program his last years of education at Dickinson High School with a realistic picture in mind.
– To tie together all facets as necessary parts of a whole career life style picture.

As you can see, the objectives of our program are many, but all are necessary and each an integral part of the whole concept. The objectives are intended to be an ever-continuing part of learning not to end when the seminars end.

As mentioned above, Dickinson High School has created Career Education seminars to act as the focal point for the objectives. A resource person is continually available to our students to aid in discussions, multi-media material, classroom presentations, etc.

For further information, contact the Dickinson High School Career Guidance Department.

Jerry Tuchscherer, Career Counselor

Appendix D

72-73 Enrollment

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
1st Quarter	18	12	6	12	13	0
2nd Quarter	18	8	12	10	6	0
3rd Quarter	13	10	12	0	8	0
4th Quarter	8	9	12	10	9	12

73-74 Enrollment

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
1st Quarter	9	13	0	12	11	12
2nd Quarter	6	14	0	12	13	11
3rd Quarter	10	14	8	8	0	15
4th Quarter	10	7	15	10	0	14

74-75 Enrollment

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
1st Quarter	10	0	11	12	13	14
2nd Quarter	10	11	0	10	12	10
3rd Quarter	9	12	11	0	10	12
4th Quarter	12	11	12	12	0	12

KEY TO OCCUPATIONAL CLUSTERS

Communication and Media

Health

Marine Science

Agri-business and Natural Resources

Hospitality and Recreation

Transportation

Public Service

Personal Services

Fine Arts and Humanities

Business and Office

Manufacturing

Consumer and Homemaking Education

Enviroment

Construction

Marketing and Distribution

CAREER AWARENESS

A Typical Nine Weeks Sample of

Area of interest for special interest reports:

Plumbing	Male
Game Warden	Male
Professional Football	Male
Secretary	Female
Auto Mechanic	Male
Wildlife Management	Male
Secretary	Female
Electrician	Male
Cosmetologist	Female
Service Station	Male
Social Worker	Female
Telephone Operator	Female
Forest Ranger	Male
Fashion Designer	Female
Electronics	Male
Stewardess	Female
Railroad Fireman	Male
Forestry	Male
Stewardess	Female
Beautician	Female
Stewardess	Male
Plumber	Male
Forestry	Male
Fashion Design and Modeling	Female
Fashion Design	Female
Interior Design	Female
Glazer	Male
Carpenter	Male
Dental Assistant	Female
Social Worker	Female

LPN	Female
Physical Therapist	Female
Veterinarian	Female
Radiological Technician	Male
Welder	Male
Fashion Designer	Female
Carpenter	Male
Secretary	Female
Nurse	Female
Missionary	Female
Truck Driver	Male
Physical Therapist	Female
Dental Assistant	Female
Secretary	Female
Florist	Female
Physical Therapist	Female
Policeman	Male
Architect	Male
Truck Driver	Male
Stewardess	Female
Professional Musician	Male
Part Salesman	Male

WHAT'S IN THAT GUY'S HEAD THAT LOOKS AT THE APPLICANT???

From a speech delivered by Mr. Francis Larson, President of First Federal Savings and Loan, Bismarck, North Dakota – June 5, 1972.

1) How is he going to fit.

2) How is he going to get along with the people.

3) Have already checked with teachers and Employment Bureau.

4) First contact, appearance, beards–no.

5) Personality, smile, friendly.

6) Does he have the drive to make things work.

7) Is he alert.

8) Physical ability.

9) Is he dependable.

10) What kind of goals does he have in life.

11) What are his plans to reach these goals.

12) Courteous.

13) Does he look at you when he talks to you.

14) School, Boy Scouts, Scholarships, Athletics––is he a leader.

15) What does he do in his leisure time.

16) What is his general attitude. Is it positive.

17) How is he going to fit our organization.

18) You may not always employ the person with the highest scholastic average.

JOB TOPICS CHOSEN FOR ROLE-PLAYING THE JOB INTERVIEW

Typical Nine Weeks Sample

Retail Florist	Female
Lawyer	Male
Dentist	Female
Correction Officer	Female
Juvenile Parole Officer	Female
Forest Ranger	Male
Bridal Consultant	Female
Mortician	Male
Parole Officer	Female
Prison Guard	Female
Welder (2)	Male
Plumber	Male
Stewardess	Female
Restaurant Manager	Male
Grade School Teacher	Female
Bicycle Salesman	Male
Secretary	Female
Forester	Male

Appendix I

SCHEDULE FOR AREA INTRODUCTIONS

First Day	Mr. Renner	Vocational Education
Second Day		
First half of period	Mr. Hodnefield	Auto Mechanics
Second half of period	Mr. Roemmich	Vocational Agriculture
Third Day		
First half of period	Mr. Heid	Foreign Language
Second half of period	Mrs. Clouston	Health Careers
Fourth Day		
First half of period	Mr. Sargent	Social Studies
Second half of period	Mr. Bares, Mr. Rustan	Building Trades
Fifth Day	Mr. Rafferty	Math–Senior Math Geometry, Algebra
Sixth Day	Mr. Reule	Science–Aviation Physics, Chemistry
Seventh Day		
First half of period	Mrs. Jenkinson	English
Second half of period	Mrs. Ptacek	Home Economics
Eighth Day		
First half of period	Mrs. Plott	Art
Second half of period	Mr. Rustan, Mr. Bares	Drafting
Ninth Day		
First half of period	Mr. Hammers	Electronics
Second half of period	Mr. Musselman	Welding
Tenth Day	Mr. Schoenberg	Business Education Distributive Education Computer Programming, etc.

Appendix J

CAREER AWARENESS

Address _____ Name _____ Age _____

Grade _____

Street Last First

City State _____ Telephone

Father's occupation: _____

Place employed: _____

Mother's occupation: _____

Placed employed: _____

Number of sisters _____ Number of brothers _____

GENERAL INFORMATION

Occupational Outlook Handbook study: _____

Interview: _____

Special research paper: _____

After leaving high school, what career are you actually considering: _____

Are you considering going to a vocational school? _____

If so, where and in what area of study? _____

Are you considering going to a four year college? _____

If so, where and in what area of study? _____

Are you considering entering the Armed Forces? _____

If so, what area of training are you considering? _____

What type of high school program are you following? (college prep., vocational, general) _____

_____

What emphasis? _____

Did the Kuder Occupational Interest Survey seem relevant to you? _____

Did the General Aptitude Test Battery (G.A.T.B.) seem relevant to you? _____

Are you presently employed? _____

If so, where? _____

Hours per week? _____

Are there any subjects that you would like to see taught here at DHS that are not presently being taught? _____

Grade 10

Period	Subjects				Room No.	Instr.
	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.		
1.						
2.						
3.						
4.						
5.						
6.						

Grade 11

Period	Subjects				Room No.	Instr.
	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.		
1.						
2.						
3.						
4.						
5.						
6.						

Grade 12

Period	Subjects				Room No.	Instr.
	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.		
1.						
2.						
3.						
4.						
5.						
6.						

TRADE AND INDUSTRIES

	Tabulated January, 1973	Projected Enrollment*	Actual Enrollment** Tabulated May, 1973
Junior Year			
Metals I	10	20	18
Building Trades	4	8	7
Electronics	4	8	7
Auto Mechanics	16	32	41
Drafting	3	6	5
Senior Year			
Metals	2	4	
Building Trades	3	6	
Auto Mechanics	3	6	
Drafting	4	8	
Work Experience (Senior)			
Agriculture	4	8	5
Distributive Education	3	6	7
Office Education	7	14	10
Occupational Home Economics	6	12	9
Health Careers and Nurse's Aide	22	44	Note: This cannot be determined because the student will be a senior one year hence.

* These figures are accurate only insofar as the degree of sincerity of the students completing their pre-registration forms These figures are based on approximately one-half of the sophomore class--those who completed the first and second nine-week blocks of the Career Awareness seminars In order to receive the total picture of projected 1973-74 enrollment of sophomores, the figures will have to be multiplied by two

** These figures do not represent the final fall enrollment

EVALUATION OF EMPLOYEE

Period _____ By_____

Score: High_____ (10) to Low _____ (1)

_____ (1) Introduction

_____ (2) Well groomed

_____ (3) Dress appropriately

_____ (4) Calm

_____ (5) Posture

_____ (6) Personality (smile, friendly)

_____ (7) On time

_____ (8) Alert during interview

_____ (9) Polite, honest, frank, accurate

_____ (10) Prepared to answer questions about himself (school and family, social security, driver's license, height, weight, etc.)

_____ (11) Knowledge of the position he was applying for

_____ (12) Will fit the position

_____ (13) Will get along with other employees

_____ (14) Dependability

_____ (15) Good goals

_____ (16) Does he look at you when he talks to you

_____ (17) General attitude

_____ (18) Courteous (says a cordial goodbye, etc)

_____ (19) Apparent interest

_____ (20) Belief in himself

_____ TOTAL

Appendix M

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location	Rate
Position	Date

PERSONAL

Date:

Name _____ Social Security No. _____
Last First Middle Initial

Present address _____ Telephone No. _____
No. Street City State Zip

How long have you lived at above address? _____ Are you a citizen? _____

Previous address _____ How long did you live there? _____
No. Street City State Zip

Date of birth _____ Sex: M ____ F ____ Height _____ ft. _____ in. Weight _____ lbs.
Month Day Year

Marital Status: Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage _____

Number of dependents including yourself _____ Number of children _____ Their ages _____

Does your wife/husband work? If yes, what kind? _____ His or her earnings $_____ per week

Do you own your own home? Pay rent? _____ Monthly rent (if you rent) _____ Own a car? _____

Do you have any physical defects? If yes, describe _____

Have you had a major illness in the past 5 years? If yes, describe _____

Have you received compensation for injuries? If yes, describe _____

_____

Position(s) applied for _____ Rate of pay expected $_____ per week

Would you work Full-Time ____ Part-Time ____ Specify days and hours if part time _____

Were you previously employed by us? _____ If yes, when? _____

List any friends or relatives working for us _____ _____
Name Relationship

_____ _____
Name Relationship

Have you ever been convicted of a crime? _____ If yes, describe in full _____

_____

_____

If your application is considered favorably, on what date will you be available for work? _____ 19____

Person to be notified in case of accident or emergency

_____ _____
Name Address

_____ _____
Phone Number

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? _____

_____

The Civil Rights Act of 1964 prohibits discrimination in employment practice because of race, color, religion, sex or national origin. PL 90-202 prohibits discrimination because of age.

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Form 101

(Turn to Next Page)

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Years Attended		Check Last Year Completed				Did You Graduate?	List Diploma or Degree
			From	To						
Elementary					5	6	7	8	☐ Yes ☐ No	
High					1	2	3	4	☐ Yes ☐ No	
College					1	2	3	4	☐ Yes ☐ No	
Other (Specify)					1	2	3	4	☐ Yes ☐ No	

MILITARY SERVICE RECORD

What is your present Selective Service classification? _____

Were you in U.S. Armed Forces? Yes ____ No ____ If yes, what Branch? _____

Dates of duty: From _____ (Month) _____ (Day) _____ (Year) To _____ (Month) _____ (Day) _____ (Year) Rank at discharge _____

List duties in the service including special training _____

_____

Have you taken any training under the G.I. Bill of Rights? _____ If yes, what training did you take? _____

_____

PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

List below all present and past employment, beginning with your most recent

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
I										

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
II										

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
III										

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
IV										

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
V										

Have you ever been bonded? ____ If yes, on what jobs? ____

May we contact the employers listed above? ____ If not, indicate by No. which one(s) you do not wish us to contact ____

The facts set forth above in my application for employment are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.

Signature of Applicant

APPLICANT — Do not write on this page

FOR INTERVIEWER'S USE

INTERVIEWER	DATE	COMMENTS

FOR TEST ADMINISTRATOR'S USE

TESTS ADMINISTERED	DATE	RAW SCORE	RATING	COMMENTS AND INTERPRETATION

REFERENCE CHECK

*Position Number	RESULTS OF REFERENCE CHECK	*Position Number	RESULTS OF REFERENCE CHECK
I		IV	
II		V	
III			

*See Page 3

This "Application For Employment" is prepared for general usage throughout the United States. V. W. Eimicke Associates, Inc. assumes no responsibility for the inclusion in said "Application" of any questions which may violate local and/or State law.

Dickinson High School
P. O. Box 1057
North Empire Road
Dickinson, North Dakota 58601
Telephone (701) 225-6736

Ross Julson
Principal
Marvin Knoll
Assistant Principal
T. F. Renner
Vocational Director
Milo Dullum
Athletic Director

December 8, 1972

Dear Sir:

We at Dickinson High School have initiated a Career Awareness program as part of our "Education For Living" concept. Our specific purpose is to acquaint the student with the "World of Work." I have enclosed a pamphlet that will give you more information about this program.

What we are attempting to do within the framework of the course is to "bridge the gap between education and work". By the time a child reaches high school age, he or she may have already experienced his first job. It is our aim, therefore, to help our young people in this area for effective participation in the world of work and, in this way, hopefully aid the student in future decisions about education and job opportunities. With this in mind, we have designed this course for all students, not just those planning for college or just those planning to enter the labor force immediately after high school.

We realize that in order to make this program as profitable and successful for our students as possible, we must rely on the interest of our community and our own working world here in the Dickinson area. Hopefully, you will find our pamphlet describing our Career Awareness program valuable. If you have any questions regarding this program, or if you have material such as career pamphlets that could further enhance our program, please give us a call.

Sincerely,

DICKINSON HIGH SCHOOL

Jerry Tuchscherer

Jerry Tuchscherer
Career Counselor

Enclosure

In checking the enrollment with the Special Needs Coordinator, we found that 94 students went through the Dickinson Area Vocational High School Awareness Program from 1972 through 1974.

SUGGESTED RESOURCE MATERIALS

SUGGESTED RESOURCE MATERIAL

Listed below are some representative materials we used throughout our forty-five sessions. When our topics of discussion warranted additional reading or research, we interjected reference book assignments and/or audio-visual materials.

1) Career Development Laboratory
   Educational Progress Corporation
   8538 East 41st Street
   Tulsa, Oklahoma 74145

2) Catalog of Guidance Materials
   Available from the State Department for Vocational Education, Bismarck, North Dakota

3) Desk-Top Career File
   Careers
   Largo, Florida 33540

4) General Aptitude Test Battery (G.A.T.B.)
   Public Employment Service

5) Guidance Associates Filmstrip Series
   Guidance Associates
   Pleasantville, New York 10570 (This series of filmstrips are very effective)

6) High School Registration Guides

7) Know Yourself (Text)
   McGraw-Hill, Webster Division

8) Kuder Occupational Interest Survey, Form DD
   Science Research Associates
   259 East Erie Street
   Chicago, Illinois 60611

9) Library Material
   Dictionary of Occupational Titles, Guide to Career Information, Handbook of Job Facts, Lovejoy's Career and Vocational Schools, plus numerous college materials and materials in the Reader's Guide and Card Catalog, etc.

10) Merchandizing Your Job Talents
    Public Employment Service

11) Occupational Guidance
Finney Company
Minneapolis, Minnesota

12) Occupational Library Chronicle
Chronicle Guidance Publications, Inc.
Moravia, New York 13118

13) Occupational Outlook Handbook
Bureau of Labor Statistics
U.S. Department of Labor

14) Occupations and Careers (Text)
McGraw-Hill, Webster Division

15) Taped Interviews
Numerous taped interviews with people actually involved in their occupations were available through the Dickinson Media Center.

16) Transparencies
Some transparencies can be obtained from master copies. Most of the transparencies I used I made for myself.

17) S.R.A. Occupational Exploration Kit
Science Research Associates
259 Erie Street East
Chicago, Illinois 60611

18) Vocational Biographies
Vocational Biographies
Sauk Centre, Minnesota 56378

19) A Multitude of Pamphlets on Different Job Careers

20) Jobs for the 70's
Slide Series - U.S. Department of Labor
Available on loan basis from the State Board for Vocational Education
Bismarck, North Dakota 58501